

MOTIVATION AS A TOOL FOR EFFECTIVE FOREIGN LANGUAGE LEARNING BY UNIVERSITY STUDENTS

МОТИВАЦІЯ ЯК ІНСТРУМЕНТ ЕФЕКТИВНОГО ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ СТУДЕНТАМИ УНІВЕРСИТЕТІВ

Foreign language learning in the modern world is one of the important components in the life of a successful person. Knowledge of a foreign language by a student is necessary because this knowledge provides new opportunities in communication, learning and in the field of professional development.

Mastering a foreign language is a creative and interesting process that develops a worldview, allows you to improve logical thinking, develops the ability to express your thoughts clearly and clearly.

In modern society a clear social order is being formed for specialists in various fields to master foreign languages. Ukraine's rapid entry into the world and European space creates the need for certain changes in the field of education. Especially in the field of teaching foreign languages in higher educational institutions.

Learning foreign languages is an important component of modern education and professional development. One of the key factors influencing the success of this process is motivation. Research in the field of psychology and pedagogy shows that the level of motivation largely determines the effectiveness of learning. This article examines the main theoretical approaches to motivation in learning foreign languages by students of higher educational institutions.

Learning foreign language is a very important step that is, it requires significant efforts. To achieve a high level of a foreign language it is important for a teacher to know the latest teaching methods, special teaching techniques and techniques in order to optimally select one or another method in accordance with the level of knowledge, needs, interests of students, etc. Rational and motivated use of teaching methods in foreign language classes requires a creative approach from the teacher because "pedagogy is a science and an art at the same time, therefore, the approach to choosing teaching methods should be based on the teacher's creativity" [2, p. 159–160].

The article examines the role of motivation in the process of learning a foreign language by university students. The main theoretical approaches to the concept of motivation, its types and factors that influence the level of students' interest in learning are analyzed. Methods and strategies for increasing students' motivation to master foreign languages are presented.

Key words: motivation, communicative motivation, self-determination, emotional factors, individual approach.

Вивчення іноземної мови в сучасному світі – це один з важливих компонентів у житті успішної людини. Знання іноземної мови студентом є необхідним, тому що це знання дає нові можливості у спілкуванні, навчанні і у сфері професійного розвитку. Оволодіння іноземною мовою – це творчий і цікавий процес, який розвиває світогляд, дозволяє покращити логічне мислення, розвиває вміння виражати свої думки чітко і ясно.

В сучасному суспільстві формується чітке соціальне замовлення на володіння фахівцями різних галузей іноземними мовами. Стрімкий вихід України у світовий та європейський простір створює потребу певних змін у галузі освіти. Особливо в галузі викладання іноземних мов у вищих навчальних закладах.

Вивчення іноземних мов є важливим компонентом сучасної освіти та професійного розвитку. Одним із ключових факторів, що впливають на успішність цього процесу і є мотивація. Дослідження у сфері психології та педагогіки показують, що рівень мотивації значною мірою визначає ефективність навчання. У цій роботі розглянуто основні теоретичні підходи до мотивації у вивченні іноземних мов студентами вищих навчальних закладів.

Вивчення іноземної мови – крок надто важливий, тобто, потребує значних зусиль. Для досягнення високого рівня іноземної мови викладачеві важливо знати новітні методи викладання, спеціальні навчальні техніки та прийоми, щоб оптимально підібрати той чи інший метод відповідно до рівня знань, потреб, інтересів студентів тощо. Раціональне та вмотивоване використання методів навчання на заняттях іноземної мови вимагає креативного підходу з боку викладача, адже «педагогіка є наукою і мистецтвом одночасно, тому і підхід до вибору методів навчання має ґрунтуватися на творчості педагога» [2, с. 159-160].

У статті розглядається роль мотивації у процесі вивчення іноземної мови студентами університетів. Аналізуються основні теоретичні підходи до поняття мотивації, її види та фактори, що впливають на рівень зацікавленості студентів у навчанні. Представлено методи та стратегії підвищення мотивації студентів до опанування іноземних мов.

Ключові слова: мотивація, комунікативний мотив, самовизначення, емоційні фактори, індивідуальний підхід.

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Tokman V.V.,

Lecturer at the Foreign Languages Department
Sumy National Agrarian University

Problem statement. In the context of globalization and the internationalization of education knowledge of foreign languages is a crucial factor in professional growth and academic success. However the effectiveness of language learning largely depends on students' level of motivation.

This article aims to explore the motivational factors that contribute to the successful acquisition of a foreign language by university students. Motivation plays a significant role in mastering a foreign language, particularly English which serves as the primary language of international communication and

is the most widely spoken language in Europe and worldwide. In Europe every second educated person speaks English. Each year English continues to permeate various aspects of life due to multiple factors: economic, political, strategic, cultural and everyday factors. Students entering the workforce must be competitive possessing a high level of education, solid knowledge and the ability to make independent decisions quickly. Additionally they must be proficient in working with information from various fields including foreign languages.

Analysis of recent research and publications.

The problems of motivation for academic activity have become the subject of domestic and foreign researches. The issues of increasing the motivation for students academic activity are the subject of the works of many scientists such as O. Grinchyshyn, N. Derunova, L. Dovgan, I. Zimnia, L. Katkova, N. Kuzovleva, G. Kitaygorodska, O. Malinka, I. Moskovska, N. Symonova, O. Yatsishyn. Researchers study the motives for entering a university, changes in motives during study, factors of increasing motivation for study. However, despite the increased interest in various aspects of this phenomenon there is a decrease in the purposefulness of students' educational motivations [1, p. 104].

Scientist Krasnogolova experimentally proved that qualitative and quantitative indicators of the structure of the motivational syndrome of learning and its general intensity, taking into account the highlighted criteria of preference must satisfy the following conditions: 1) the motivational syndrome of learning must include motives of professional achievement, cognitive and communicative; 2) the share of motives of professional achievement in the general syndrome of motivation for learning a foreign language must be at least 50%, communicative motives – 20%, cognitive – 20%, and the share of motives of avoiding negative emotional experience must not exceed 10%. Effective educational activity the process of which is associated with positive emotional experiences will be initiated if at least three of the conditions of the last group are satisfied. The conducted study confirmed that the indicator of the desired level of success is positively correlated with the nature of the feelings and emotions that the student experiences during the lesson. The teacher's task is to take into account individual, personally significant motives as well as to support and develop cognitive and communicative motives that determine the student's desire to obtain knowledge with the subsequent exchange of it with partners [3, p. 20].

A survey was conducted among second-year students of Vinnytsia National Agrarian University (about 100 people were surveyed in total). This survey made it possible to identify the main motives for studying a foreign language by students of agricultural specialization: the obligation to study the

subject at the university; special interest in studying languages; the desire to understand films and song lyrics in the original foreign language; the ability to read fiction / professional literature in the original; to communicate freely with native speakers; the prospect of studying abroad; the prospect of better employment in the specialty in the homeland; the prospect of employment abroad; the prospect of going abroad for permanent residence. As follows from the obtained results the vast majority of second-year students of VNAU study a foreign language in order to communicate freely with native speakers (32%), overcoming the language barrier is the main task for them. In other words the motive of communicative communication is dominant. A significant number of students consider the motive of job search and career growth to be important. They are convinced that for a highly educated person finding a prestigious, well-paid job depends on knowledge of one or more foreign languages. 22% of respondents study a foreign language in order to find a better job in their specialty in their country; 16% are interested in finding a job abroad. The motive of understanding the language of foreign films and lyrics of songs in the original foreign language plays an important role for them, more than 9% of students identified this motive as one of the most important. Approximately 7% of students study a foreign language to continue their studies abroad, and 6% intend to go abroad for permanent residence. Among the surveyed students approximately 5% put forward the motive of understanding scientific and artistic texts. Some students (1%) study the language because it is a mandatory subject at university; 1% – because they have a special interest in learning foreign languages, they like the learning process itself [4, p. 159].

Identification of previously unresolved parts of the overall problem. One of the main problems in foreign language learning is the instability of motivation. Often students start learning the language with high motivation but over time it decreases due to the lack of quick results, the complexity of the material or changing life circumstances. Identifying effective strategies to maintain stable motivation remains a pressing challenge. Students have different learning styles and motivational factors. However traditional teaching methods often do not take into account the individual characteristics of students. The use of adaptive technologies and individualized learning programs could significantly increase the effectiveness of the learning process. Many students face the fear of making mistakes, self-doubt and language barriers. These factors can reduce motivation and hinder progress. The development of methods to overcome these barriers, such as psychological support and changing approaches to assessment remains an open question.

Presenting the main material. Motivation is defined as an internal or external process that prompts a person to take action. In the context of foreign language learning, the following are distinguished:

- Integrative motivation – the desire to become part of a language community.
- Instrumental motivation – the focus on obtaining a specific benefit (career, study abroad, etc.).
- Intrinsic motivation – interest in the learning process itself.
- Extrinsic motivation – learning through external stimuli (grades, awards, program requirements).

If a student feels a personal interest in the culture, literature or traditions of the country whose language is being studied this significantly increases his motivation. For example a love of foreign music or cinema can stimulate active learning. The desire to study abroad, find a job in an international company or simply communicate with native speakers are also powerful motivational factors. When a student can see real results of his work (for example he understands foreign texts or can maintain a conversation) this strengthens his desire to continue learning. Fear of mistakes or low self-esteem can reduce motivation. On the contrary a positive attitude towards one's abilities contributes to more active learning.

The role of the teacher in foreign language learning is one of the most important. The use of modern interactive teaching methods, an individual approach to students and the creation of a comfortable atmosphere contribute to increasing motivation. Access to authentic materials, multimedia resources, communication with native speakers and participation in language clubs significantly increase student motivation. Clear assessment criteria and positive motivation through awards, certificates or approval can also stimulate students. Important motivation factors are social and economic factors. Career opportunities, the need for language for future work or the requirements of the curriculum affect the level of interest of students. Learning foreign languages is an important tool for personal and professional development. However motivation to learn can decrease due to various factors including difficulties in mastering the material or the lack of immediate results. Various methods of increasing motivation can be used to maintain interest and effectiveness of the learning process.

1. Setting goals and rewards.

Clearly stating goals help you stay focused on your learning. It's important to set both long-term goals (e.g., becoming fluent in a language) and short-term goals (e.g., learning 10 new words a day). Rewarding yourself for achieving milestones helps you stay motivated.

2. Using game-based methods.

Gamification of the learning process makes it more interesting. Effective tools include mobile apps (Duolingo, Memrise), language games and interactive

tasks. They help diversify learning and make it less routine.

3. Practical application of the language.

Knowledge of a foreign language should be actively used in real life. This can be watching films and TV series without translation, reading books, communicating with native speakers, participating in language clubs or traveling abroad.

4. Using modern technologies.

Online courses, video lessons and podcasts allow you to study at a convenient time. Platforms such as Coursera, BBC Learning English, TED Talks offer high-quality content for different levels of language proficiency.

5. Changing the learning environment.

Diversity in approaches to learning helps increase interest. Alternating methods – from audio and video materials to written exercises and language practices – help to avoid fatigue and monotony.

6. Positive thinking and self-discipline.

Self-motivation and self-belief are important components of success. It is worth keeping a diary of achievements, marking progress and not being afraid of mistakes because they are part of the learning process.

7. Learning through interests.

Learning a language becomes more enjoyable if it is connected to personal interests. Reading articles, watching videos and listening to podcasts on interesting topics helps to naturally learn new words and expressions.

Conclusion. Motivation plays a key role in the learning process. Motivation provides interest in learning a foreign language which is one of the strongest drivers of success in language learning. When a person learns a language not out of compulsion but because of their own interest, the results become much better. Motivation promotes constant practice and immersion in the language environment. A person who is sincerely interested in a language finds opportunities to communicate, read books, watch films and listen to music in this language. This approach creates natural conditions for learning which accelerates the acquisition of new words, grammatical structures and pronunciation. Curiosity about the language and culture make the learning process enjoyable and less stressful. If a student enjoys learning he does not perceive it as a duty but rather as an exciting activity. This reduces the fear of mistakes and increases self-confidence. In addition intrinsic motivation contributes to the development of independent learning skills. People with a high level of interest seek new sources of information, experiment with learning methods and actively apply the language in practice. This makes learning more effective and productive. Motivation promotes the development of independent learning skills. People with a high level of interest seek out new sources of information, experiment with learning

methods and actively apply language in practice. This makes learning more effective and productive.

Students' motivation in the foreign language learning depends on many factors both internal and external. For effective learning it is important to take these aspects into account and create conditions that stimulate the desire to learn the language. The use of modern methods, support for students and encouragement of their achievements will help improve the results of the educational process.

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